

PINE TREE HILL ELEMENTARY

938 Bishopville Hwy.
Camden, South Carolina 29020

GRADES PK-5 Elementary School

ENROLLMENT 600 Students

PRINCIPAL Merryrose Radford 803-425-8970

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	57	2	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

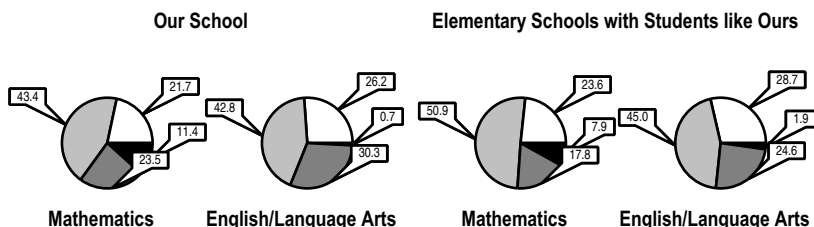
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	33	94	67
Percent satisfied with learning environment	93.5%	86.7%	82.3%
Percent satisfied with social and physical environment	93.5%	82.8%	75.8%
Percent satisfied with home-school relations	75.8%	87.0%	78.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	295	99.3	26.2	42.8	30.3	0.7	31.0	17.6
Gender								
Male	165	99.4	29.3	45.6	24.5	0.7	25.2	17.6
Female	130	99.2	22.0	39.8	37.4	0.8	38.2	17.6
Racial/Ethnic Group								
White	152	100.0	16.1	44.8	37.8	1.4	39.2	17.6
African-American	136	98.5	36.7	40.8	22.5	N/A	22.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	247	99.6	20.6	43.4	35.1	0.9	36.0	17.6
Disabled	48	97.9	55.8	39.5	4.7	N/A	4.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	295	99.3	25.9	43.0	30.4	0.7	31.1	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	291	99.3	24.9	43.4	30.9	0.8	31.7	17.6
Socio-Economic Status								
Subsidized meals	188	98.9	32.0	42.9	25.1	N/A	25.1	17.6
Full-pay meals	107	100.0	14.7	43.2	40.0	2.1	42.1	17.6

Mathematics								
All students	295	100.0	21.7	43.4	23.5	11.4	34.9	15.5
Gender								
Male	165	100.0	21.1	40.8	25.2	12.9	38.1	15.5
Female	130	100.0	22.6	46.0	21.8	9.7	31.5	15.5
Racial/Ethnic Group								
White	152	100.0	11.9	42.0	30.8	15.4	46.2	15.5
African-American	136	100.0	33.9	44.6	14.0	7.4	21.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	247	100.0	17.0	44.5	25.3	13.1	38.4	15.5
Disabled	48	100.0	46.5	37.2	14.0	2.3	16.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	295	100.0	21.8	43.2	23.6	11.4	35.1	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	291	100.0	21.4	43.2	23.7	11.7	35.3	15.5
Socio-Economic Status								
Subsidized meals	188	100.0	26.7	46.6	18.2	8.5	26.7	15.5
Full-pay meals	107	100.0	12.6	36.8	33.7	16.8	50.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	70	N/A	29.4	33.8	33.8	2.9	36.8
	Grade 4	73	N/A	34.2	41.1	24.7	N/A	24.7
	Grade 5	69	N/A	35.4	52.3	12.3	N/A	12.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	98.9	16.9	34.8	47.2	1.1	48.3
	Grade 4	96	99.0	22.1	46.5	31.4	N/A	31.4
	Grade 5	105	100.0	38.5	46.9	13.5	1.0	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	70	N/A	26.5	47.1	22.1	4.4	26.5
	Grade 4	73	N/A	40.8	35.2	16.9	7.0	23.9
	Grade 5	69	N/A	39.4	51.5	1.5	7.6	9.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	94	100.0	8.9	38.9	32.2	20.0	52.2
	Grade 4	96	100.0	23.3	48.8	18.6	9.3	27.9
	Grade 5	105	100.0	32.3	42.7	19.8	5.2	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 600)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.4%	Down from 5.4%	2.7%	2.4%
Attendance rate	95.4%	Down from 95.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.7%	Up from 13.2%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Down from 8.1%	8.3%	8.0%
Older than usual for grade	1.3%	Up from 1.1%	1.2%	1.1%
Suspended or expelled	1.2%	Down from 2.5%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	54.8%	Down from 58.8%	47.1%	50.0%
Continuing contract teachers	88.1%	Down from 97.1%	85.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.7%	Up from 84.3%	86.5%	86.2%
Teacher attendance rate	94.4%	Down from 94.7%	95.3%	95.3%
Average teacher salary	\$41,112	Down 2.0%	\$39,337	\$39,909
Prof. development days/teacher	13.5 days	Up from 8.8 days	11.9 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio	17.5 to 1	Up from 16.7 to 1	18.9 to 1	18.9 to 1
Prime instructional time	87.2%	Down from 88.4%	89.5%	89.7%
Dollars spent per pupil*	\$6,464	Up 4.5%	\$5,779	\$5,892
Percent spent on teacher salaries*	68.1%	Up from 66.2%	66.6%	66.6%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Pine Tree Hill Elementary School is to develop academically successful, technologically prepared, competent, responsible, life-long learners. Pine Tree Hill moved to its new facility this year increasing its student population by 8%. We now serve 699 pre-kindergarten through fifth-grade students with the help of 43 certified staff members and 35 support staff members. Added to our population this year were two preschool handicap classes and the four-year-old kindergarten program for our area.

Pine Tree Hill's student population poverty level continues to escalate, this year reaching a level over 80%. A number of initiatives are in place to assist students who need extra academic help. Soar to Success, a small group intervention program for struggling readers, continued this year serving third through fifth graders. Plans are to expand this program next year to serve first through fifth graders. We continue the Four-Block Model for reading and language arts instruction school-wide. For the second year, Pine Tree Hill offered a 16 week extended day program that met two days a week after school hours to assist students that were below basic on PACT. This year through Retraining Grant funds, teachers were given a team planning day once a month to collectively assess long range plans and plan lessons meeting South Carolina standards.

Our school was honored as the recipient of the Palmetto Silver Award for improvement on our PACT scores. We improved a 2001 improvement rating of 'unsatisfactory' to a 2002 improvement rating of 'good' on the 2002 state report card.

Budget cuts continue to negatively impact our students by limiting our ability to provide certain supplies, literature, field trips, and other essential learning tools.

Despite the hurdles of opening a new school in limited time and adding over 100 students, Pine Tree Hill Elementary School continues to improve and has risen to a choice school for our serving area.

Merryrose P. Radford, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.